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ABSTRACT

These 10 modules provide job search training for adults and youths. The activities can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job seekers, and persons with mental handicaps. Introductory materials are intended to help the facilitator of the job search training sessions get started. This basic information is provided for each module: time frame, session type, key concepts, and list of competencies. Exercises in each module provide a brief description of the exercise and steps to follow. Module topics are introduction to job search skills training, understanding the power of the skills triad--transferable and self-management skills, identifying and meeting the employer's expectations, collection of data--personal data booklet development, collection of data--personal data booklet, application preparation, developing telephone contacts, the interview process (peer practice), the interview process--video interview, and developing job leads. (YLB)

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ED298328

A New Dimension In Learning

Adult Literacy Project

Pre-Employment and Employment Skills Modules

Written By:
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Grayson County College
Sherman-Denison, Texas
1988

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Introduction

It has been reported that 33 percent of the adult population is functionally illiterate working at or below the fourth grade level. The need for a successful adult literacy program is well established and verifies the need for new approaches to adult literacy.

The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing our efforts were: to design a series of personal/social skills modules; to design a series of modules for teaching reading, writing, and math, and; to design a series of modules providing adults with basic employment skills.

A task force of specialists including community college faculty and counselors, governmental agency representatives, and Coordinating Board personnel worked together to identify client needs, skill competencies needed to meet those needs, and to identify strategies for integration. The integration of these activities centered around the development of material which reinforces and compliments skills taught in each of the three areas. For example, the material used to teach the skills of reading also reinforces skills needed for personal/social development such as assertiveness training. Correspondingly, material used to teach the basic employment module is consistent with the client's chances of learning the competencies.

The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs.

PRE-EMPLOYMENT SKILLS TRAINING MODULES

Successful Job-Searchers Can --

Moving Ahead

Introduction

Getting Started: The First Session

Module One

Module Two

Module Three

Module Four

Module Five

Module Six

Module Seven

Module Eight

Module Nine

Module Ten

Supplemental Materials

SUCCESSFUL JOB-SEARCHERS CAN --

- meet the employer's expectations
- answer "hot" interview questions
- keep the interview focused on their skills
- develop job leads
- design a JIST card
- create resumes and cover letters
- discuss their achievements
- control their nervousness
- actively use the "hidden" job market
- write thank-you notes
- follow up after the interview
- watch their body language
- prove that they are a good risk
- learn to use the phone for contracts

M O V I N G A H E A D

To move ahead with your job-search, you must:

1. IDENTIFY A REALISTIC JOB OBJECTIVE OR CAREER GOAL
2. TAKE SOME RISKS, TALK WITH PEOPLE
3. LEARN HOW THE LABOR MARKET AND HIRING PROCESS WORK
4. INVEST THE TIME AND ENERGY NEEDED TO MAKE THE PROCESS WORK

INTRODUCTION

Because much of the content of these training modules evolved from oral presentations, the concepts included can be understood by most people. Most adult and youth will find the content relevant because it deals with the very real fears that many job-seekers have about their pasts, as well as the problems job-seekers are likely to encounter in what is not always a fair and kind system.

The activities included in these modules can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job-seekers and persons with mental handicaps.

Attention should be concentrated on those who do want to work. It is most difficult to teach job-search skills to resisters, those who do not wish to seek employment.

The goal of this job search training is to change people's basic assumptions about how to look for work. To simply present job-search techniques is not enough. Knowing what employers expect can have a profound effect on job- seekers who internalize

this knowledge and act upon it.

The audience of the job-search training cannot be easily defined. Because some people do not have the discipline, inclination, or reading ability to use a book, the concepts included in these modules can be presented orally as well as with workbooks. Nonreaders will need individual assistance. These job-search techniques have been used by many nonreaders who were taught solely through verbal presentations.

The instructor of job-search training should be an active facilitator who can make a significant difference in the effective use of what is learned.

GETTING STARTED: THE FIRST SESSION

Being Prepared. Before meeting the audience of his job-search training sessions, the facilitator should:

- have an agenda that he can handle,
- know what his objectives are,
- have the facility set up,
- have all handouts and other materials ready, and
- be prepared for the unexpected.

It is very important to have worked out a reasonably detailed agenda of what you will do and when. This may seem basic, but many instructors skip this important step. Agendas are guides that can certainly be altered as necessary.

If you are reasonably new to the content of job-search, your agenda should contain optional tasks, which can be inserted as time permits. These can be of value if you have some time to fill. In planning your agenda, estimate how much time each component will take. Stick to the agenda as closely as you can. If you have time left, use the optional exercises.

If you are working with job-seekers who do not yet know what

their job objectives are, you have very different issues to deal with than does an instructor of job-seekers who have these objectives. The people with the most at stake in learning how to find jobs are those who have an immediate need and desire to find jobs. Asking the job-seekers what they want or need to do is often a very good place to start in determining your objectives.

Training aids often make life easier for an instructor. Set aside a table of your own for these materials and maintain control of them. When working with non-readers or low-level readers, transparencies, slides, video tapes and filmstrips work best, coupled with group participation in active discussions.

Anticipate and be prepared for the unexpected. Use your creative, problem-solving abilities to suit the needs of your audience.

Introductions. Even if you already know all the job-seekers and they know each other, introducing yourself to them in a different way can help set the right tone. The following introduction has been used many times with job-seekers who previously knew each other, as well as with newly formed groups. Begin by introducing yourself as an "ex" job-seeker. State the following:

- your name,
- something about your personal and family history,

- something about your educational experiences, good and bad,
- something about your work history,
- your current situation,
- your job objective, and
- what you want to get from these sessions.

After you have finished, you have modeled to them what you want them to do. Before proceeding, though, open the discussion so that anyone can ask you questions about your background.

Inform them that it is their turn to do the same thing in groups of four or five (if your group is large enough to divide in this manner).

These introductions should take thirty to forty minutes, depending upon the number in your audience. They are well worth the time; people talk about themselves, which is precisely what they will do in interviews later. They also get to know one another in new ways, which will help greatly in subsequent exercises. If the introductions are handled well, you have made a move toward building a functional group, rather than a collection of unrelated individuals.

JOB-SEARCH SKILLS TRAINING

MODULE ONE: Introduction to Job-Search Skills Training

TIME FRAME: 1 Hour

SESSION TYPE: Theory

Key Concepts: Over 90% of all students ask the same questions about looking for work:

1.) Where are the jobs?
2.) Whom do I talk to?
3.) What do I talk about?
4.) How do I get to talk with these people?
5.) What is the easiest way to convince an employer to hire me?

Most extended unemployment is self-created and is directly related to the job-seeker's lack of knowledge about: (a) their own employment value, skills and abilities; (b) the five basic reasons

for extended unemployment; (c) the most successful job-finding methods; (d) the needs and expectations of the employer; (e) factors that affect the hiring decision.

None of the social, business or educational systems can, or are responsible for, guaranteeing employment. Selection of a rewarding career and finding work is the responsibility of the individual.

Successful job-seekers must learn to master certain skills, perform certain tasks, take moderate interpersonal risks and understand that entry level work is a "stepping stone" toward career development.

There are a number of job search/career development myths which, when believed, foster extended unemployment and career failure.

The effects of extended unemployment are devastating to job-seekers, their social and familial network, and finally, the social and

economic structure of the community.

The need for a reinforceable, realistic vocational/job objective is critical for successful operation of a job-search.

Finding work takes considerable effort.

Research shows that the two most successful job search methods are direct contact with employers and networking with friends, relatives, and acquaintances. The two most powerful tools for finding work are the telephone and the Yellow Pages.

Competencies: During class time, each student will orally identify primary and a secondary vocational/job objective.

The group will orally complete the Job-Search Knowledge Review.

As a homework assignment all students must target one additional realistic vocational objective

should their primary and secondary objectives be immediately unattainable.

GETTING STARTED EXERCISE

An Overview of the Job-Search

This exercise is designed, frankly, to impress the job-seekers with what they don't yet know. If you present compelling and well-documented rationale for benefits to be derived from participating in your sessions, you have attracted their attention.

Step 1: "Bone up" on high-interest facts regarding the job-search. Record your findings on index cards. (Sources of references are listed in back. Use them liberally.)

Step 2: Do a brief presentation on areas of high interest. Take about twenty minutes or so. To avoid doing a lecture, use graphics and flip charts. Encourage questions but don't answer them until you have finished. Below are some examples of topics to cover. You will supply the answers.

- The average number of times people change jobs

- The average number of career changes expected
- Traditional job-seeking methods and their effectiveness rates. (A pie chart makes a good illustration of how ineffective they really are.)
- How people actually do find jobs
- The "hidden" job market, where so many unadvertised jobs are
- Why the job-seeker who uses nontraditional techniques is often hired, while more experienced and even better qualified people are not.

Step 3: Wrap up. Keep your comments brief and encourage questions and discussion. The intent is to elicit interest in what is to come, not to provide final answers.

INTRODUCTION TO JOB-SEARCH SKILLS TRAINING

(Job Objectives and Related Skills)

Core Exercise

This exercise is designed to provide each job-seeker with knowledge of his or her self-presentation ability. If the group members are new to you, the exercise is also a time- efficient way for you to evaluate the validity of their job objectives and identify group members who will need individual attention.

Step 1: Have one job-seeker tell you his or her job objective.

Step 2: On the top of a large flip chart sheet, list his or her name and the job objective. Clarify as needed.

Step 3: Ask "Why should an employer hire you?" or a similarly difficult question. You will probably get an unconvincing reply. List the responses and continue to ask "What else?" until the job-seeker runs out of responses. If the job-seeker has done well, say so! If the answers were not convincing, ask the group, "Would

you hire this person for this job?" If the answer is, "No," ask, "Why not?" or ask them what else they would need to know. Continue until you have enough reasons listed to justify hiring the person.

Step 4: Keep going until you have one flip chart sheet completed for each job-seeker. You may wish to tape each complete sheet to the wall for future reference.

Step 5: Wrap it up. Comment on how quickly they "got the hang of things." Ask them what they learned. Ask for comments.

JOB-SEARCH SKILLS TRAINING

MODULE: TWO: Understanding the Power of the Skills Triad
Transferable and Self-Management Skills

TIME FRAME: 1 Hour

SESSION TYPE: Skills-Simple

Key Concepts: Three types of skills must be understood, identified and utilized in the successful pursuit of employment: (1) Transferable (universal skills), (2) Self-Management (personality traits) and (3) Job Content (vocabulary of the job). The purpose of this module is to help identify each individual's basic transferable and self-management skills.

80% of those seeking work cannot identify or discuss/prove their skills during the interview. Most job-seekers can comfortably identify less than ten of the 500-800 skills they have used

throughout life.

Over 80% of the employers feel that transferable and self-management skills are more important than job content capabilities. Many self-management, transferable and job-content skills are developed througout our lives.

Every facet of the job-search is dependent on an individual's ability to identify his/her skills and special knowledge.

A skill is something a person can do . . . NOW!

Skills are developed in virtually every aspect of a life experience: paid work experience, volunteer activity, educational experiences, social interaction, military, hobbies/interests, sports, aptitudes, successes and achievements, etc.

It takes time, effort and considerable thought to be successful in identifying skills. Value to the employer is measured by the presentation of these skills.

Individuals who are able to identify their skills and employment value tend to improve their own self-esteem and decrease much of the anxiety associated with the job-search and interview process.

Competencies: During class, students must name at least ten of their transferable skills from the provided Transferable Skills list.

During class time, students must name at least ten of their self- management skills from the list of self-management skills provided.

As a homework assignment, students are to identify at least five transferable and five self-management skills which they feel would be most desirable to an employer when applying for work in their stated primary job/vocational objective. It does not matter if the skills were identified previously.

UNDERSTANDING THE POWER OF THE SKILLS TRIAD

Core Exercise

This is a brainstorming activity that will assist your job-seekers in finding out how to unearth their skills.

At first, people usually think of just two answers: paid work experience and training. But, in fact, we develop skills throughout our lives in many different situations. The purpose of this exercise is to identify all the various areas of life experience through which skills are developed. This will help the group understand the value of developing a Personal Data Base.

Step 1: Divide into groups of three to five (if there are enough in attendance). Each group is to name a recorder who will list all the information generated by the group members during the activity.

Step 2: Inform the groups that they will have five minutes to complete the following task. They are to come up with as many answers as they can to the question: "In what

areas of life do we develop skills?" Just to get them started, you may want to give them just one or two examples, such as work experience and education. Make sure everyone understands the assignment, then put them on the clock.

Step 3: When the five minutes are up, say, "Time" or "Stop." Inform them that you are going to compile a master list from the suggestions supplied by all the groups. Start with one group and have the recorder call out ideas. As the list is read, write each of the answers on the chalkboard or flip chart. Chances are good that the first group's list will be pretty complete. Compliment the group on their thoroughness!

Step 4: Go around to each of the remaining groups and have the recorder give any answers not already on the master list. As you might expect the answers will start to duplicate. After you have proceeded to all the groups, congratulate them on their good work.

Step 5: At this point begin challenging the answer--in a fun way, of course! Choose one answer, such as "extra-curricular activities," and ask someone to give

an example of a skill developed through this activity that could be important to an employer. Help them by asking general questions about their duties or responsibilities.

Step 6: If the master list is missing any categories, add them at this time by probing for information. Say something like, "You all did a great job. Now, let me ask, is anyone involved in (for example) a church activity?" You can then discuss the skills they might have developed through this activity.

Step 7: Wrap up by stressing the importance of understanding the variety of skills that are generated from all areas of our lives.

JOB-SEARCH SKILLS TRAINING

MODULE THREE: Identifying and Meeting the Employer's Expectations

TIME FRAME: 1 Hour

SESSION TYPE: Theory and Skills Simple

Key Concepts: Everyone has expectations, even employers. They are "looking for something" whenever they interview anyone. It is the job-seeker's responsibility to learn what that "something" is.

Statistical and experiential research has shown that nearly 85% of all employers, regardless of occupational field, have three core sets of expectations which they want a job applicant to exhibit during the interview: appearance, self-management skills and experience.

Appearance Equation: personal, verbal, paper,

mannerism

Self-Management Equation: reliable, dependable, punctual, good attendance

Experience Equation: work history, volunteer experiences, education, training, OJT's, interests, hobbies, life experiences, achievements, transferable skills, abilities and other potentials.

If a job seeker knows what the employer's expectations are, it only makes sense that the interview will be less stressful and preparation for the job search easier. Less than 5% of those looking for work know how to meet these Employer's Expectations.

From the above experience equation, it is obvious that in order to meet the employer's expectations a thorough knowledge of self first must be developed. This is accomplished by preparing the Personal Data Booklet.

Nearly 80% of any job search is spent in preparation, 10% in identifying and contacting the hiring authority and 10% in the actual interview process.

It is the job-seeker's responsibility to insure that these expectations are met. It is not the responsibility of the interviewers to insure that they ask questions which help meet these expectations.

Competencies: Through the use of in-class group exercises, the group will foster high levels of group activity and cohesion, while having "fun" with the Expectations Exercise.

Students will identify their own expectations of a good worker in their chosen field, and begin to expect from themselves and exhibit the behaviors they have identified.

As a partial class and homework assignment, each student will cite at least three specific examples of ways in which they exhibit the qualities that

an employer looks for in an employee.

Each student will contact one employer as a field research exercise and ask five specific job-career related questions which will reinforce the value of this content area:

Questions:

1) What do you look for in a good worker?
2) What five skills do you consider important?
3) What interview questions create the most problems for interviewees?
4) How do you determine whom to hire?
5) What is your biggest personnel problem?

The findings will be discussed in class.

EMPLOYER EXPECTATIONS

Core Exercise

This exercise is a clear example of how instructors facilitate exercises by providing the basic structure. The instructor then leaves the conclusions unstated until the exerices have been completed.

Step 1: Arrange to do this exercise before the participants have been provided any prior knowledge of employer expectations.

Step 2: Introduce the exercise very simply. For example, say, "It is important to understand what an employer will look for in a job-seeker. I want you to take the role of an employer, and, as such, examine just what an employer really wants from you. I would like for you to give the class a name of a company and act like a personnel committee. (This exercise can be done in small groups if there are enough participats to divide into groups of at least four.) You have to come up with a list of things you think are important to look

for in a potential employee. Think of as many items as you can, and I will write them on the chalk board (or flip chart). It does not matter for now whether the idea is a good one or not. You are just to name them for now, and we will discuss them later. You have five minutes." (You may allow more time, if you wish.)

Step 3: Without further explanation, you might leave the room. This is a simple brainstorming exercise, and your presence can hamper things because you are an "authority." Don't hang around to answer questions; the job-seekers will figure things out eventually. Part of the intent of this exercise is to build problem-solving and decision-making capabilities. Leaving the directions unclear (in this case) is desirable. The job-seekers always land on their feet.

Step 4: Two minutes before the allotted time is up, come in and announce, "Two more minutes and we wrap it up."

Step 5: Precisely two minutes later say, "OK, let's wrap up this part of the exercise," and do precisely that.

Step 6: Now instruct the job-seekers to go to "square 2" by

saying, "OK, now each group (or person) is to pick out the five or six most important criteria to be used in actually picking an employee from a group of job-seekers. You have five minutes to do this."

Step 7: You may now promptly repeat your disappearing act, as in step 3 above.

Step 8: Repeat steps 4 and 5 above

Step 9: Say something like "Now I want you to pick out the top three criteria and let us know which is most important, next, and least important. Remember to select the ones you feel are most important in screening a good employee. You have another five minutes."

Step 10: Repeat steps 4 and 5.

Step 11: This is the hard part. Each group now has a list of its three most important criteria in order of importance. Your job is to come up with a group consensus as to the top three choices. Here are some suggested approaches:

- Ask for a volunteer to lead the class in a discussion to figure out the rankings. This allows the group to have a lively discussion.

- A representative from each group can read (or state from memory) the group's list. You then write the items on a flip chart. There will be some similar, although differently worded, entries that can be divided into one. When the list is complete, ask for a show of hands for "first place" for each entry. Then count responses. This could decide the winner. (You might have a better way of deciding the winner.)

Step 12: Wrap up the exercise by comparing the job-seekers' list of criteria with the list of employer expectations on your transparency (appearance, dependability, skills---explain each to the group).

Note: Feel free to adapt this exercise as you wish. This is a

powerful exercise, if done well.

EMPLOYER EXPECTATIONS

Discussion Questions

1. What are the major areas an employer will use to evaluate you for a job? Why is each of these important?

2. Name the three basic things that make you a good employee.

3. How should you dress for an interview?

4. What sorts of problems would a person who did/does not have a clear job objective have in convincing an employer to hire him/her?

5. Name the three things that would be most important to you if you were an employer selecting a new employee. Why are these factors important?

6. Name as many factors involved in your personal appearance as possible.

JOB-SEARCH SKILLS TRAINING

MODULE FOUR: Collection of Data: Personal Data Booklet Development

TIME FRAME: 1 Hour

SESSION TYPE: Skills Simple

Key Concepts: Collection of personal, work and educational data is the first step toward a successful job search campaign.

The Personal Data Booklet or DataTrakt provides a baseline of information that most job-seekers need to gather and review prior to the job-search itself. Most job-seekers simply do not have memory recall of the details required on most job applications.

Carrying a Personal Data Booklet with them on the job-search may even permit poor readers to

retrieve critical information and complete most applications accurately.

A Personal Data Booklet is brief, and the accurate completion of information is vital to the job-seeker's job-search.

To insure accuracy, students MUST spend the time and energy necessary to check up on themselves.

Four of the most common data collection errors surface in the areas of work history, position desired, references and education.

The Personal Data Booklet or DataTrakt is the basis for the job application form and all other job-related paperwork tools.

Competencies: Both during class and as a homework exercise, each student must complete a personal data pamphlet/booklet.

Each student, as a homework task, is to contact people whom they will use as references and

questions them about their willingness to aid in the job-search.

Should a possible employment barrier surface, the student will discuss the situation with the instructor and rectify the situation to the best of his/her ability.

JOB-SEARCH SKILLS TRAINING

MODULE FIVE: Collection of Data: Personal Data Booklet

TIME FRAME: 1 Hour

SESSION TYPE: Skills Simple

Key Concepts: (Same as Module #4) Collection of personal, work and educational data is the first step toward a successful job search campaign.

The Personal Data Booklet or DataTrakt provides a baseline of information that most job-seekers need to gather and review prior to the job-search itself. Most job-seekers simply do not have memory recall of the details required on most job application.

Carrying a Personal Data Booklet with them on the job-search may even permit poor readers to retrieve critical information and complete most

applications accurately.

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Four of the most common data collection errors surface in the areas of work history, position desired, references and education.

The Personal Data Booklet or DataTrakt is the basis for the job application form and all other job-related paperwork tools.

Competencies: (Same as Module #4) Both during class and as a homework exercise, each student must complete a personal data pamphlet/booklet.

Each student, as a homework task, is to contact people whom they will use as references and questions them about their willingness to aid in

the job-serach.

Should a possible employment barrier surface, the student will discuss the situation with the instructor and rectify the situation to the best of his/her ability.

As a class assignment, each student will transfer "checked and corrected" information to a new Personal Data Booklet/Pamphlet.

Information entered will be neatly printed.

Job seekers will learn the basic areas of employer interest through the repetition of similar exercises.

PERSONAL DATA BOOKLET DEVELOPMENT

(The DataTrakt)

Core Exercise

This exercise can be done in the class or workshop or as homework. Completing the exercise as a group exercise is quite simple: Do a quick overview of why the information is needed. Then discuss the information on an item-by-item basis. This procedure may be most effective when your class or workshop is made up of persons who have limited reading skills or youth who have had no previous work experience.

Name

Avoid nicknames here.

Social Security Number

If you are dealing with those not likely to have a social security number, familiarize yourself with the local procedures for obtaining numbers first and explain them to the group

thoroughly. As part of your class you could have your people visit the Social Security office.

Address

Explain that the address to list is the one at which the job-seeker could be reached by mail.

Phone Number(s)

If they do not have necessary numbers now, ask them to get the information as soon as possible.

Physician

Many people do not have a physician. If this is true of some people in your group, ask if they or other family members have ever seen a physician. If so, perhaps that name might be given. (You might mention that it is wise to have a physician because emergencies can and do arise both on and off the job.

Work Experience

The mere presence of this section assumes that the job-seeker has

had some work experience! Part-time jobs, summer jobs, and family business activities can all be listed here---even if they were held for short periods of time. The effort expended here can pay dividends.

Education and Training

Many people who have not completed high school (or grammar school, in some cases), may have received some on-the-job training, attended workshops, etc. Let them know that they can list any training that they may have received, even if they did not graduate from high school.

Job-Related Personal Information

This section should present few problems. Some of your people may have some difficulty dealing with vocational assessment issues such as Position Desired Transferable Skills, and Self-Management Skills. It is necessary to have a job objective before beginning the job-search. What if some job-seekers do not have a job objective? They will need to establish such an objective---even a tentative one---before proceeding (probably with your help).

References

Besides getting the necessary data, your job-seekers may also need help in identifying who would be a good reference for them. Discussion will help clarify the issue.

PERSONAL DATA BOOKLET DEVELOPMENT

Discussion Questions

1. What did you learn about yourself in completing the Personal Data Booklet?

2. What have you learned that will be most helpful to you in an interview?

3. Name three methods of handling a job gap in listing work experience.

4. List at least five ways the Personal Data Booklet can be used to help you in your job-search.

5. What sections of your background were the weakest in supporting your job objective? What other things that you did can you use to overcome this weakness?

6. How can life experinces be used to support your job objective even if you were not paid for them? Give at least three examples of life experiences you have had that can be used to

support your job objective.

7. What is the difference between duties and responsibilities in listing your experience? Give examples for both.

8. What sort of people make the best reference for you to use?

9. What steps should you take before using anyone as a reference?

10. List at least three accomplishments you can use to support your ability to to the job you want. At least two of them should be from situations other than work.

JOB-SEARCH SKILLS TRAINING

MODULE SIX: Application Preparation

TIME FRAME: 2 Hours

SESSION TYPE: Skills Simple

Key Concepts: The application form is a primary screening tool for most businesses. They are looking for ways to screen people out, and poor preparation of the applicant assists in the process.

Many people completing application forms do such a poor job that their applications are rejected immediately---screened out of an interview.

Completion of application forms does not guarantee employment. They can be of help, though, in securing interviews.

The most common mistakes made on the application

are: lack of neatness, lack of completeness, inaccurate data, negative statements about why one left a last job, inability to identify educational areas which reinforce employment and not knowing the type of work for which to apply.

A lie on an application will eliminate job-seekers from consideration in most instances. All information MUST be checkable and reinforceable.

Over 90% of the Personal Data Booklet information can be transferred directly to any application form.

Although important, an application should not be seen as "the only" method of initiating employer contacts.

Application forms must be neat, complete and accurate.

Competencies: Each student will complete, as part of class, a sample job application form for later review and repair.

During class time, students will evaluate A. C. Smith's application (a training application), identify as many mistakes as possible, discuss why they consider them flaws and determine methods for improvement.

Students will have their first application returned and cooperatively evaluate their own applications and mark any potential or actual problem areas.

As a homework assignment, students will accurately and neatly complete a new application form so there are no negatives which might screen them out of an interview.

APPLICATION PREPARATION

Core Exercise

This group exercise is most effective if done without prior warning. Ask the job-seekers to complete the application as though it were a real one. Do this very matter-of-factly, and do not provide more instructions or comments. (The sample application provided for this exercise is a composite of those used by various companies. The application purposely asks several "trick" questions which have been designed to elicit negative information.)

Step 1: Tell your group that you want each of them to complete a job application as if it were a real one.

Step 2: Pass out copies of the sample application or some you have selected from local sources. Do not give out applications that are too long or complex.

Step 3: Allow enough time for most of the group to complete the application. Since it is not critical that all of the job-seekers finish the application together, simply ask

a very slow writer to go on to Step 4 after he or she has finished.

Step 4: Have the participants exchange their complete applications.

Step 5: Now everyone should review the application just received. The reviewer is to assume the role of the employer. Any negative impressions should be circled or otherwise noted. The following are among the points to be considerd: Is the application neat? Complete? What about spelling? Did the applicant follow instructions? Is there any information that could be interpreted negatively (unexplained job gaps, for example)? Allow about five or ten minutes for the review.

Step 6: Initiate a discussion. What impressions did the applications make? What errors were found? Would you have interviewed the applicant? Ask any additional questions that would elicit the job-seekers' new perceptions with regard to the importance of applications.

Step 7: College the applications and use them for future reference. You could also return them to the original

writers. Gather the applications after the writers have had the chance to examine them.

Step 8: Discuss the proper way to complete applications, giving helpful tips about completing each part of the job application, including the section on references.

Step 9: Following the discussion, distribute new copies of the same application you handed out in Step 2. Either in class or as homework, have everyone fill out the application again. Ask them how they improved. If they cannot answer, pass out the earlier applications for comparison.

APPLICATION FOR EMPLOYMENT

TO APPLICANT: *Federal and State Laws require that all applications be considered without regard to race, religion, color, sex, age or national origin.*

PERSONAL *(Please Print)*

Date _____

Name _____ Social Security No. _____
Last *First* *Middle*

Address _____
No. *Street* *City* *State* *Zip*

Telephone No. _____ Referred by: ☐ Our Advt. ☐ Emp. Agency ☐ Friend or Relative ☐ No One

Position(s) applied for _____ ☐ Full Time ☐ Part Time

If part time specify days/hours _____ Rate of pay expected $_____ per _____.

Have you worked for us before?_____. If YES, when?_____ Position _____

Indicate special qualifications or skills _____

EDUCATION NAME & LOCATION OF SCHOOL	COURSE OF STUDY	YEARS COMPLETED	DID YOU GRADUATE?
Elementary			
High School			
College	Major:		
	Degree:		
Other			

IMPORTANT NOTICE TO APPLICANT

DO NOT answer questions in area below UNLESS block next to the question has been checked by employer.
(A check indicates information is necessary for bona fide job qualification, national security or other legally permissable reasons)

☐ Are you over 18 years of age? _____. If NO, state your age: _____. *(Employment subject to minimum legal age verification).*

☐ Sex: _____ Male _____ Female ☐ Height: _____ ft. _____ in. ☐ Weight: _____ lbs.

☐ Marital Status: _____ Single _____ Married _____ Separated _____ Divorced _____ Widowed

☐ Are you a U.S. Citizen? _____. If NO, can you legally remain permanently in the United States? _____.

☐ Have you ever been bonded in prior employment? _____. If YES, list name(s) of employer(s): _____

☐ Have you ever been convicted of a crime (excluding misdemeanors and traffic offenses)? _____. If YES, list convictions:

☐ Do you have a disability which would limit or prohibit you from performing the work for which you have applied? _____.

If YES, explain: _____

CONTINUED ON REVERSE SIDE

JOB-SEARCH SKILLS TRAINING

MODULE SEVEN: Developing Telephone Contacts

TIME FRAME: 1 Hour

SESSION TYPE: Skills Simple/Complex

Key Concepts: It is considerably easier, less time consuming and less costly to contact employers by telephone than "trying" to see them by dropping in and filling out an application. For that reason, the telephone and the telephone book have proven to be the two most powerful job-search tools in use today.

To call employers, job-seekers need a simple but structured presentation that can elicit interest in their potential value to the company.

There are four parts to a phone contact: name, position, hook (potential value statement) and

close.

The basic telephone presentation should usually take less than thirty seconds and should always be targeted towards the hiring authority.

The goal of any telephone contact is not to get a job offer, but to generate enough interest in the job-seeker's skills to get an interview.

Telephone contacts are successful because they present value to an employer instead of asking for work, as so many people do when calling a company.

Normally, fifteen telephone contacts lead to one interview. This should take less than two hours to achieve---much more efficient than a "cold canvas."

A telephone contact is the one element of the job-search in which the job-seeker has total control.

There is considerably less telephone blockading

than is expected, especially if job-seekers' contacts are crisp, and the contacts are targeted towards smaller businesses and department heads instead of personnel.

A referral network is also much easier to develop by phone than in person.

Competencies: Each student will acknowledge that job search activity is greatly increased when phone utilization is employed.

Each student will practice his/her delivery, timing, and countering traditional telephone barriers. Students will practice on at least five classmates during class.

Each student will be able to identify and meet the basic goal of a telephone contact.

Each student will know how to contact the hiring authority.

DEVELOPING TELEPHONE CONTACTS

Core Exercise

The telephone contact has both verbal and expressive dimensions. That is, the contact is learned verbally and then perfected through oral expression. In this exercise you will introduce the concepts verbally while using a written module and filmstrip presentation to supplement the concepts. (A telephone set would be helpful in this exercise.)

Step 1: Introduce the advantages of using telephone contacts for obtaining job leads. Be sure to stress the time efficiency of this method. Then, relate phone contacts to the expectations of prospective employers.

Step 2: Ask one student or participant to pretend to call a prospective employer to inquire about their hiring procedure. After the participant has made the "call," provide positive feedback to help him make the content of his "call" conversational.

Step 3: Now ask another participant to make a "call" to a pros-

pective employer. If necessary, go over and correct his/her posture. Ask the person to smile and look happy. Tell him/her to practice until he/she feels comfortable that his/her delivery is satisfactory.

Step 4: Congratulate the participant! Chances are that, with your help, rapid improvements were made in the quality of delivery. Ask if anyone else noticed any differences.

Step 5: Ask the group if the presentation would make a good phone contact. Would they be impressed? What is missing? Should no one have noticed, mention that a phone conversation must be closed off. The presentation needs an ending.

Step 6: Ask the first person to stand up and do the phone contact again, this time using an ending such as, "When may I come in for an interview, and with whom will I be speaking?" Make a note of how many seconds the presentation took from start to finish.

Step 7: Ask, "Did anyone notice how long that took?" The odds are it was well under forty-five seconds. Discuss

such topics as the time element, possible employer reactions, etc.

Step 8: Wrap up the exercise by telling the students that they have just learned the basics of telephone contacts.

Step 9: Now or later, you could randomly ask others to make a "call" to an employer. Follow the procedure as outlined above.

DEVELOPING TELEPHONE CONTACTS

Discussion Questions

1. Is it easy or hard for you to make a real phone contact? Explain.

2. Even if you were never to use the phone contact as a method for getting job leads, what advantages are there to role playing it out loud with another person?

3. What is the objective of the telephone contact? How is it effective in doing that? (Meeting that objective?)

4. Is it possible that some employers would not like the approach used in the telephone contact? What percentage of employers might like to hear from a potential employee in this way?

5. What were your experiences when using your phone contact with real employers (or in role play)? How did you feel about doing it? How did they react to you?

6. How many times should you ask for an interview if your first attempt does not get you one?

7. If you could make the same phone calls discussed above over again, how could you improve them?

8. Cite some alternative objectives for a phone contact if you are not able to reach your primary objective.

9. Describe some times when it might be better to call back rather than press the employer for your primary objective.

10. What should you <u>always</u> do after each phone call?

JOB-SEARCH SKILLS TRAINING

MODULE EIGHT: The Interview Process (Peer Practice)

TIME FRAME: 2 Hours

SESSION TYPE: Skills Complex

Key Concepts: The interview is simply a dialogue between two people trying to determine if they can form a relationship called work.

Interviewers are as afraid of hiring the wrong person as job-seekers are of talking to interviewers. They are people first and interviewers second. Their jobs, and in some instances even their businesses, depend on making the right selection.

It is very difficult for employers to make accurate decisions without the help of the interviewee. Most interviewers have received

little or no training; therefore, it is the job-seekers' responsibility to provide as much quantitative and reinforceable data about their skills and abilities as possible in each interview process.

The key to developing quality interview responses is an understanding of the employer's expectations, what is really being asked with interview questions, what type of personnel problems has the employer had in the past and how to counter the ten most problematic interview questions.

There are over 5,000 interview questions. They can be boiled down to two very simple ones: WHAT CAN YOU DO FOR THE COMPANY? HOW LONG WILL IT TAKE YOU TO BECOME PRODUCTIVE?

Certain questions are designed to put undue stress on an applicant. These can be countered easily by practicing two or three responses for each of these stress questions.

A solid opening statement and closing statement are critical points in the interview. Done well, they may allow for some errors in the body of the interview itself.

Every response the interviewee makes must be a true statement of his/her abilities. Lie in the interview and die in the interview.

All good interviewees have one thing in common, they PRACTICE, PRACTICE, PRACTICE, and then PRACTICE SOME MORE.

Competencies: In a round robin fashion, each student will respond to any five of the ten most frequently asked "problem" interview questions. Each response must meet at least one of the employer's expectations, address a particular need of the employer or positively describe any of the interviewee's skills which may be useful to the desired position.

Each student will be able to open the interview with a skills oriented statement which reinforces

his/her worth and answers the question: "Tell me about yourself."

Each student will be able to close the interview with a "Call Back Close" statement.

Verbal presentation of skills will improve with practice and understanding of the question's dynamics. The group will evaluate one another's responses and assist the respondent in developing more powerful/comfortable answers and identify problem areas which may be of special interest to the group at large.

Through the use of peer interviewers, anxiety associated with the "feared event" (interview) will decrease.

Through practice, each student will be prepared for interview questions, including illegal ones. It is always best to be able to respond to illegal questions with tact, not hostility.

THE INTERVIEW PROCESS

Core Exercise

While the telephone contact is primarily a verbal one, job interviews require control of many things other than the voice. Employers will not only hear our job-seekers, employers will also see, touch (a handshake), and smell (perfume?) them. Physical appearance and grooming become factors, as does the often mystical factor of "body language."

Role playing is one way to make the students one step closer to the fearful job interview itself. In many cases the most prepared job-seekers, the ones who read all the books and know what to say, do very poorly in their first mock interview. Their second is bad. The third is pretty good, and the quality improves rapidly from there. Tell the group that you expect poor preformance at first. Nearly everyone is very shy at times. Remember that role playing can be very hard for some.

Be cautious about raising anyone's anxiety during role play. Although there will be apprehensions, participants will usually not refuse to go along with the role playing exercises. Do follow these tips, though.

- Always find something good about what each job-seeker does as an interviewee.
- Let the shy ones be interviewers (a position of power) first.
- Interview a few shy ones yourself. Make sure they succeed.

Step 1: Set up the scene. Let no one know what you are really going to do in Step 2. Assign someone to be the employer, but provide very few instructions other than "Whatever you say or do is OK, you're the employer!" Define the type of job you will be looking for (a waitress?) and how you found out about the opening. Tell the class you will now leave the room and return as a job-seeker.

Step 2: Go outside, close the door or otherwise get out of sight, hand "make a shambles" of your appearance--the more outrageous, the better. Open the door and go in, or better yet, knock on the door and wait, then knock again.

Step 3: Totally mishandle yourself. Do everything wrong. Act silly. Make inappropriate and exaggerated responses to

any serious questions. Demonstrate everything you should not do. After a reasonable period of time doing this, close the interview poorly, too. Say something like: "Gee, I really need a job, here's 25¢ for you to call me.", or something similar.

Step 4: Now that it's over, you can "get yourself back together," smile, and ask everyone how you did. If they think you did just fine, lecture them severely.

Step 5: This can be a delightful learning experience if done well since no one could now do worse than you. Now that everyone is confident that even he or she could do better, proceed to the next step.

Step 6: Ask the students to form groups of three (depends on attendance). Each person is to take a turn as a job-seeker, an employer, and a critic. The job- seeker is to tell the other two what sort of job he/she is looking for while the employer interviews. Encourage the job-seeker to be serious and to do his or her best. Tell the employer to ask tough questions and to avoid making things too easy. The critic watches. After each interview, the critic and the employer both make

comments on the interviewer's performance. There should be few overly "picky" critics or employers, since their turns are yet to come. Your role is to observe and provide guidance to groups as needed.

Step 7: Have everyone take a turn at each of the three roles. So that all groups will finish at about the same time, keep the slow groups moving and slow down the faster groups.

Step 8: Congratulate everyone on a fine performance. Discuss what they learned and answer any questions that may arise.

Step 9: Optional: More role play could be done now or at a later time.

THE INTERVIEW PROCESS

Discussion Questions

1. Name at least two ways you could create a negative impression either before you go in to the interview or in the first few seconds. Explain why this could affect whether you are offered a job.

2. If you are asked, "How much money do you expect to make?" in an interview, give two ways you might respond. Explain why you would handle it that way.

3. Laws restrict many employers from making a hiring decision based on certain things they might know about a job-seeker. Name three of these things and explain why these laws might have been made.

4. Many employers want to know about your personal situation, such as whether you are married, have children, and other matters. What good reason would an employer have for wanting to know this information? Give a response you might make if asked these questions that would give the employers the information they seek in a way that helps you

get an offer.

5. What are the steps in an interview response using the proof-by example method? Give an example of a response you might use in an interview that uses all the steps.

6. Answer the questions, "What is your major weakness?" in a way that answers the questions honestly but also helps you create a positive impression.

7. Why do interviewers often ask, "Won't you tell me about yourself?" What kind of answer takes advantage of this question?

8. Cite at least four questions you could ask in an interview that would help indicate you are a good worker.

9. What are the most important types of skills to describe in an interview? Why?

10. What is the name of the follow-up technique recommended at the end of the interview? Describe it in detail.

JOB-SEARCH SKILLS TRAINING

MODULE NINE: The Interview Process--Video Interview

TIME FRAME: 1 Hour

SESSION TYPE: Skills Complex

Key Concepts: The video interview is the culmination of the previous interview module and most closely approximates the actual interview situation. At this time job-seekers have their progress and marketability evaluated.

Problem areas encountered during the video taping can be reviewed and repaired. Nervousness is acceptable if it is handled well during the interview.

There are three distinct parts of the interview: opening, body and close. The brief opening and "Call Back Close" are every bit as important as

the body.

Meeting the expectations of the employer is the target of every interview answer.

By using a skills-oriented opening, points of reference are created for the interviewer and confidence is built in the job-seeker.

Asking questions during the interview is an important part of the interview process.

Competencies: Students will be able to access objective feedback regarding the skills building process and repair any potentially negative situations which may arise in the interview such as: poor body language or distracting mannerisms, nervousness, incomplete/incongruent responses or poor response to certain questions.

Students will be provided an opportunity to be their own evaluators.

Students' confidence levels will be enhanced as a

result of their video taped mock interviews.

THE INTERVIEW PROCESS

Video Interviewing

If you have access to a video camera and playback system, it is a very useful tool to help job-seekers improve their interviewing skills. Use it for every group, if possible.

Step 1: Get all the equipment set up and operating correctly before the session begins. If a group member is familiar with video equipment, put that person in charge of setup and camera operation to allow you to do other things.

Step 2: Do the core exercise as described above. The differencies related to the camera are fairly obvious and need no comment.

Step 3: You can replay the tape for laughs, but this is optional.

Step 4: Ask for volunteers for the roles of employer and job-seeker. If no one volunteers, assign a more able person as the first job-seeker---anyone can be the employer. Explain that the employer is not being evaluated and can

do whatever he or she wants. Because it is a learning experience, the employer should not make things too difficult or at all silly. He or she should ask difficult questions of the job-seeker but not make the interview unrealistically hard. Encourage the employer to react as he or she really might to the way the job-seeker handles things. The job- seeker should simply try to do his or her best.

Others in the group are to watch and take notes on whether the job-seeker could have done any better in presenting his or her skills or other things learned in earlier lessons.

Step 5: Have the first pair role play the interview. The job-seeker should leave the room and knock on the door as part of the exercise. Help set the scene for this one before it begins by having the job-seeker decide the sort of job being applied for, how he or she found out about it and what sort of an organization it is in. The interviewer is to accept this and conduct the interview in this context. They should also be told to end the interview after about ten minutes or so. Tell the camera to roll, and instruct them to begin the

interview.

Step 6: Let the interview happen with as little interference as possible from you. You may need to help end it after about ten minutes or help keep it going a bit longer if your pair is shy. After it is finished, ask the group for specific things the job-seeker did well or might have done better. The employer could also be asked how he or she felt about the job-seeker's performance. Realize that you have made the job-seeker very vulnerable to ridicule, and do not allow anyone to be too critical. Defend the job-seeker by pointing out what he or she did well and reminding the others that this was the first one. Their turns will come!

After some initial discussion, play back segments of the tape and continue to encourage discussion by stopping the tape as appropriate.

Rather than having the first interview in front of the whole group, you could divide a larger group into two or more smaller ones. Everyone should get to interview as a job-seeker before the camera before you are done if at all possible, but larger groups get more practice time

in smaller subgroups. Select a more experienced or competent leader for the subgroups to allow you to circulate. sp

Step 7: Wrap up the first role play on a positive note, thank the two brave souls who went first, and move to the next role play.

JOB-SEARCH SKILLS TRAINING

MODULE TEN: Developing Job Leads

TIME FRAME: 1 Hour

SESSION TYPE: Theory and Skills Simple

Key Concepts: All of your students are products. Up to this point they have learned how to package themselves through skills identification and creation of various job seeking tools. Now, they will learn where and how to actively market this product---themselves.

Your students need to know where and how to look for jobs. Most jobs are not where the students think they are. Who does the most hiring?

1% Fortune 1000 (big businesses)
19% Government
80% Small business (60% of this is very small

business.)

90% of all "new hires" are absorbed by small business.

There are several job-search methods which can and should be used; however, most employment (63%) is found in two fashions:

a. Direct contact with the hiring authority
b. Networking through friends, relatives, acquaintances

Investing the correct proportions of time in the various job-search methods based on their level of effectiveness is the best way to insure that 100% of the student's lead development potential is utilized.

Making direct contact with employers does not mean following up on the want ads. Most jobs go through three phases before they ever become listed in the want ads. Up to 85% of all employment is found before a position is ever

listed---anywhere. Many employers rely totally on word-of-mouth hiring recommendations from other employees.

Developing a personal, referral network is critical. Job-seekers must be willing to take some risk by talking with people about their skills and the fact that they are actively seeking employment.

Competencies: Students will learn and understand the entire range of job lead finding methods regardless of effectiveness.

Each student will learn to discriminate between methods based on levels of effectiveness.

As a class exercise, each student will be able to name at least five types of business or industry which interest them and would be able to utilize his/her skills.

As a homework assignment, students are to name not fewer than three businesses in the community which

might use their skills.

DEVELOPING JOB LEADS

Core Exercises

Most people, although aware of a variety of ways for discovering job leads, rarely have an accurate sense of how effective each method is. The following exercise is a good one to give a both pretest and posttest. It can be administered orally as well as in written form.

Step 1: Devise a very simple pretest. It should ask questions about the variety of methods used to find job-leads, the number of hours one should spend using each method, and the predicted rate of success of each method. Another question that may be asked is, "Of all the people in the United States who work, what percentage of them used help-wanted ads, the state employment office, private employment agencies, sending out resumes, or asking friends or relatives to find the jobs they now have?"

Step 2: On a blackboard or flip chart, write down all reasonable responses that the class gives to the question, "Tell me as many ways to find jobs as you can think of."

Step 3. If your group is average, the responses will include most of the these:

help-wanted ads	school placement offices
friends	state employment offices
relatives	sending out resumes
personnel offices	private employment agencies

If the job-seekers do not think of some of the above sources, add them yourself. Also add any other sources you or they might wish to have on the list.

Step 4: Refer to the chart below, entitled, "How People Get Jobs." For now, this chart is for your information only.

Step 5: Each technique cited in Step 3 and its effectiveness rate should be written on the board. For example:

help-wanted ads:	10 to 14%
agencies:	9 to 12%
other:	7 to 11%

Step 6: On a separate flip chart or a clean section of the

board, make a large circle. Then, make the circle into a pie chart. Refer to the "How People Get Jobs" chart. Strongly emphasize that traditional job-seeking methods account for only about one-third of all jobs found!

Step 7: Review the importance of informal methods of finding job leads. Stress that such methods are very effective and should be used extensively in most job-searches.

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